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ABSTRACT

The human sexuality course guide was developed for a semester course at the high school level for both male and female students, grades 10-12. The guide was designed to assist home economics teachers and school administrators in planning the course and to assist teachers in teaching the course. The following concepts are considered: human development of male and female, effective interpersonal relationships, choosing a sex conduct code, venereal disease, planning pregnancy, pregnancy and birth, unwanted pregnancy, parental responsibility, marriage forms, family life styles, and basic population trends and effects on society. Under each concept, three columns list behavioral objectives, learning and evaluation experiences, and teaching resources. (AG)

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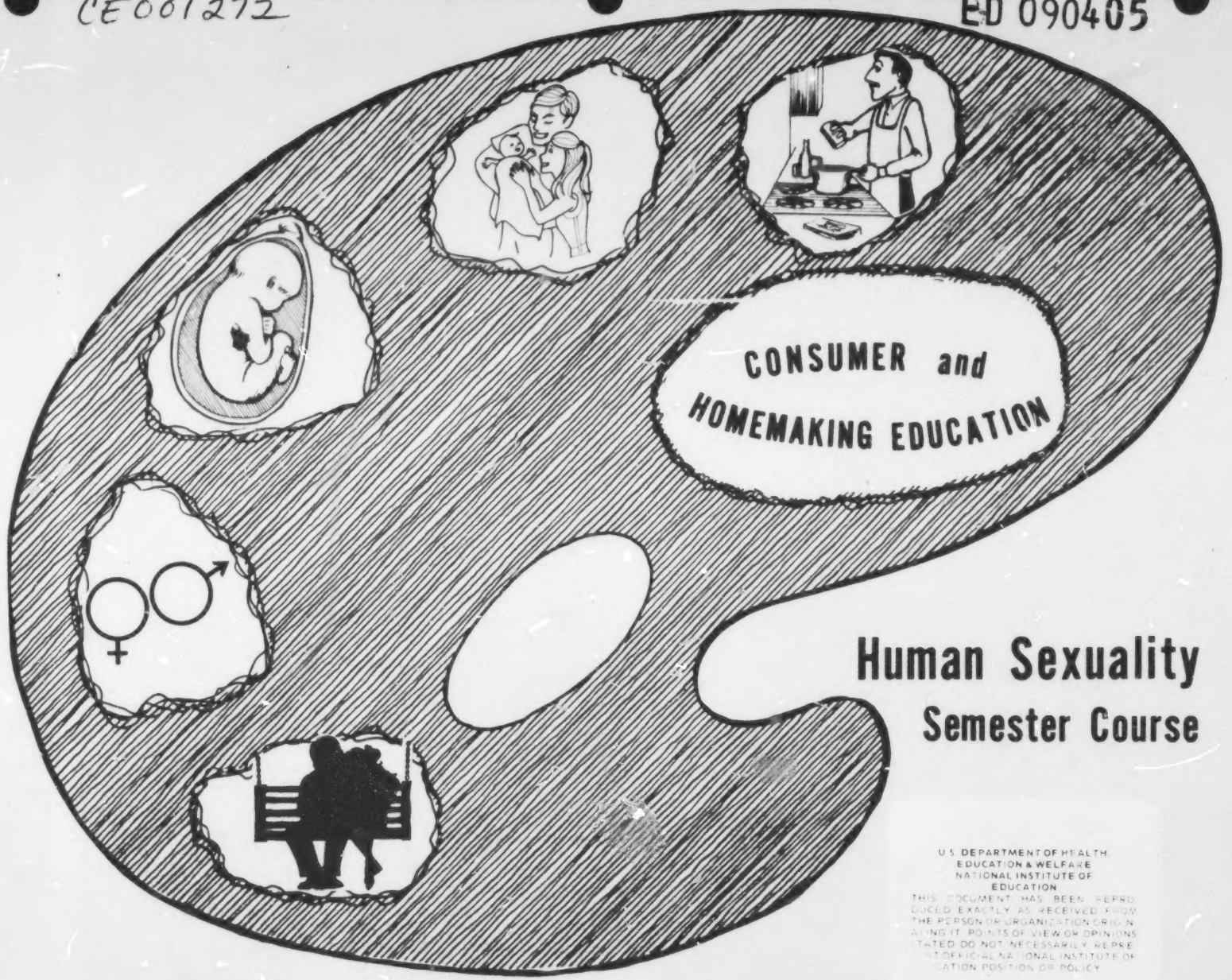

Human Sexuality

Semester Course

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Draft

Human Sexuality Curriculum Guide

Semester Course

Prepared by:

State Department of Education
Office of Vocational Education
Consumer and Homemaking Education Section
Columbia, South Carolina 29201

In Cooperation with:

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Use of the Guide

The guide was developed for a semester course at the 10, 11, 12 grade level for female and male students. The guide was designed to assist home economics teachers and school administrators plan a human sexuality course and to assist the teacher in teaching the course. Much teacher and administration planning and preparation is desirable before the course is offered in a high school.

Once the teachers and administrators have identified a need for the information, the teacher will want to adequately prepare for teaching the course. Careful study of the guide will help the teacher become familiar with the objectives, suggested learning experiences and resources. Consultation with and cooperation of the Health Department, doctors, lawyers and other resource persons may be helpful in preparing to teach the course.

The teacher using the guide is encouraged to seek cooperative approaches with the high school faculty, guidance counselors and principal in the teaching of the course. The teacher may find it advisable to investigate the curricula of other programs in the school to insure that the content is not repeated from one program to another. Content that may be duplicated provides a logical basis for a team teaching effort.

The guide contains suggested concepts, overall objectives, learning-evaluation experiences and teaching resources. The concepts provide the framework upon which the remainder of the guide was developed. The overall objectives are intended as reasonable terminal behavioral outcomes of the learning experiences. Resources and references are given for the suggested learning experiences and are identified for student or teacher use.

The objectives are stated in behavioral terms. The objectives refer to the individual learner's performance. The suggested learning experiences refer to what the individual learner will perform to accomplish the objective successfully since learning takes place through an individual's experience and by his reflecting upon the experience. The teacher's role as a facilitator of the learning process can easily be inferred from examining the objectives and selected learning experiences. For example, a learning experience states, "View the filmstrip, Sex: A Moral Dilemma for Teenagers, and summarize major ideas presented." The teacher's task is to provide the filmstrip and lead a discussion which identifies the major facts presented or the students can write the major facts.

ESTIMATED TIME IN WEEKS FOR INSTRUCTIONAL UNITS

CONSUMER AND HOMEMAKING EDUCATION

Area	Secondary School			
	Grades 9 or 10	Grades 10 or 11	Semester Courses 10, 11, 12	
Career Opportunities	2	3		-
Child Development	6	-		18
Clothing and Textiles	8	8	Clothing I	18
			Clothing II	18
Consumer Education	-	4		18
Family Health	-	3		
Foods and Nutrition	8	8		18
Housing and Home Furnishings	5	6		18
Human Sexuality				18
Personal and Family Relationships	7	4		18
TOTAL WEEKS	36	36		18

Rationale

Man is a sexual animal and almost from the moment of birth is aware that the body can give pleasure. For example, the infant is dependent on demonstrations of affection from his parents. Little children hold hands with each other and want to be touched and patted. Therefore, it is important for individuals to be aware of their bodies and develop respect for them at an early age.

Education provides opportunity for future generations to have the best possible life. Health records reflect that South Carolina leads the nation in gonorrhea and has more than 7,000 illegitimate births per year of which approximately one-third are in the age group 16 or under. Nineteen percent of the school dropouts are due to pregnancy. Consequences of an unplanned pregnancy, an unwanted child, venereal disease, and sexual elaboration could be openly discussed to help adolescents plan for the best possible life.

In some cases parents may be uncomfortable in discussing human sexuality with their children. The children may therefore grow up to be adolescents without any information other than that learned from peer groups which is often inaccurate. By understanding the facts about maturation and reproduction and some channels of control, the individual has the potential for maximum growth.

A course in schools on human sexuality could help male and female students gain knowledge of their own sexuality and an understanding of their feelings concerning human sexuality.

Conceptual Framework

Human Sexuality

Semester Course

Grades: 10, 11, and 12

Length of Course: 18 weeks

I. Human development of male and female

- A. Physical
- B. Emotional
- C. Male and female roles

II. Effective interpersonal relationships

- A. Empathy
- B. Communication
- C. Rights and privilege of self and others

III. Choosing a sexual conduct code

- A. Societal factors
- B. Family roles
- C. Personal sexual behavior
  1. Promiscuity
  2. Deviations

IV. Venereal disease

- A. Need for study
- B. Medical facts

V. Planning pregnancy

- A. Planned parenthood

1. Effects on family

a. Social
b. Physiological
c. Psychological
d. Economics

2. Contraceptives

B. Conception

VI. Pregnancy and birth

A. Signs
B. Stages
C. Prenatal care
D. Factors affecting developing fetus

1. Heredity
2. Environmental factors

a. Attempted abortions
b. Disease - VD, measles, etc.
c. Infections
d. Diet
e. Drugs
f. Smoking
g. Alcohol

3. Psychological

E. Father's role during pregnancy
F. Types of delivery
G. Cost

1. Health department
2. Clinic
3. Private physician
4. Hospital
5. Insurance

VII. Unwanted pregnancy - legal, social, psychological and financial aspects

- A. Abortion
- B. Adoption alternatives
- C. Marriage
- D. Single parent family
- E. Grandparents' roles and responsibility

VIII. Parental responsibility

- A. Emotional
- B. Financial
- C. Childhood records

IX. Marriage forms

- A. Monogamy
  1. Common law
  2. Interracial
  3. International
  4. Interfaith
- B. Polygamy

X. Family life styles

- A. Nuclear
- B. Parents without partners
- C. Single life
- D. The arrangement
- E. Community
- F. Communal

XI. Basic population trends and effects on society

- A. Income
- B. Jobs
- C. Recreation
- D. Natural Resources

CONCEPTS: Human Development of Male and Female

OVERALL OBJECTIVES: Show comprehension of factors affecting human development.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify one's own concept of the words "sex" and "love."	Write on a sheet of paper the situation that would make one most unhappy.	Teacher Resource. Burt and Brower, Education for Sexuality, p. 358.
	Compare and discuss answers given by other students. The usual answer is "lack of love" or "isolation" or "lack of appreciation."	
	Read suggested pamphlets on understanding love and sex. Divide into small groups to define "love" in brainstorming session. Report results to the class.	Pamphlets: Guidance Research Associates, Understanding Love.
	Brainstorm definitions of "sex" in small buzz groups. Report findings to the class.	Guidance Research Associates, Understanding Sex.
	Summarize by choosing and combining ideas to write your idea of "sex" and "love."	
Identify need for sex education.	Form small groups to discuss the topics: 1. Sex Education is Education. 2. Why Study Sex in Schools?	Teacher Resource. Burt and Brower, Education for Sexuality, p. 8.
	View the filmstrip, Sex: A Moral Dilemma for Teenagers, to understand the purpose of sex education.	Filmstrip: Guidance Associates, Sex: A Moral Dilemma for Teenagers.
Idcntify the term "sexuality."	Discuss the term "sexuality" as a replacement for the term "sex." What does the term "sexuality" include?	Teacher Resource. Burt and Brower, Education for Sexuality, pp. 9-10.

CONCEPTS: Human Development of Male and Female

OVERALL OBJECTIVES: Show comprehension of factors affecting human development.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Refer to a suggested reference and show in chart form the development of sexuality, beginning with infancy through adolescence.	Llg and Ames, The Gesell Institute's Child Behavior, pp. 152-153 and pp. 190-191. Pamphlets: Ross Laboratories, How Your Child Learns About Sex. AMA, Facts Aren't Enough, pp. 19-23. AMA, Parents Responsibility, pp. 28-31. Ginott, Dr. Haim C., Between Parent and Child, pp. 177-196.
Identify the categories of sexual behavior.	Define the following types of sexual behavior using references in the classroom research center. 1. Autosexual 2. Heterosexual 3. Katesexual 4. Homosexual Interview a lawyer to identify laws regarding sexual behavior. Summarize findings.	Teacher Resource. Burt and Brower, Education for Sexuality, pp. 149-150. References in classroom research center. Lawyer.

CONCEPTS: Human Development of Male and Female

OVERALL OBJECTIVES: Show comprehension of factors affecting human development.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Review student chart showing sexuality development in infancy to adolescence. Classify these examples (as listed on your chart) under the appropriate category of sexual behavior.	Student prepared charts on sexual development.
	Compare classified charts with classmates. Discuss differences of opinion.	
	Define masturbation as an example of autosexual behavior.	Dictionary.
Identify factors affecting masturbation.	Research references in the classroom resource center for information concerning masturbation in young children and adolescents.	Resource center references. Teacher Resource. Burt and Brower, Education for Sexuality, "Masturbation," pp. 137-147. Taylor, Human Sexual Development, "Masturbation," pp. 19-20.
	Compare notes with a classmate to discover possible differences in attitudes and professional opinion dealing with masturbation.	
	Brainstorm in small groups to list ways parents can affect one's ideas concerning masturbation.	

CONCEPTS: Human Development of Male and Female

OVERALL OBJECTIVES: Show comprehension of factors affecting human development.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Discuss the following questions in small groups: 1. Is masturbation physically, mentally, or psychologically damaging? 2. Why do children masturbate? 3. Are there beneficial effects to masturbation in children and adolescents? 4. What percentage of persons masturbate? 5. When can masturbation be an indicator of problems?	Teacher Resource. Burt and Brower, Education for Sexuality, pp. 137-147.
	Summarize information as small groups report on the five questions.	
	Participate in teacher-led discussion of "Masturbation-A False Lead."	Teacher Resource. Burt and Brower, Education for Sexuality, pp. 139-143.
	Draw diagrams to illustrate: "Right Track/Free Will/ False Lead."	Teacher Resource for Diagram. Burt and Brower, Education for Sexuality, p. 142.
	Discuss: "In What Category Would Excessive Masturbation Fit?"	
Identify factors affecting homosexuality.	Review stages in human development when attraction to the same sex is considered normal. List these.	Student chart on sexual development.
	List types of homosexual attachments that commonly exist in adolescence and adulthood. Define each type.	Teacher Resource. Burt and Brower, Education for Sexuality, p. 150.

CONCEPTS: Human Development of Male and Female

OVERALL OBJECTIVES: Show comprehension of factors affecting human development.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Identify the state laws regarding homosexuality. List arguments (pro and con) for revision of such laws.	Teacher Resource. Burt and Brower, Education for Sexuality, pp. 159-160.
	Consult references in classroom research center to determine environmental causes of homosexuality.	Classroom resources.
		Teacher Resource. Burt and Brower, Education for Sexuality, p. 151.
	List ways helpful in preventing children from being homosexual from the viewpoint of future parent.	
	Participate in role play of happy parents who are likely to have heterosexual children.	
	Role play parents who are likely to push their children toward homosexuality.	
	Review student made diagrams illustrating "false leads." How does homosexuality fit on the diagram?	Student Diagrams.
		Teacher reference for diagram. Burt and Brower, Education for Sexuality, p. 157.
	Summarize in sentences all the facts found about homosexuality.	
	View the film, The Homosexuals to gain further knowledge about this type of sexual behavior.	Film: Carousel Films, Inc. The Homosexuals.

CONCEPTS: Human Development of Male and Female

OVERALL OBJECTIVES: Show comprehension of factors affecting human development.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify factors affecting heterosexuality. Recognize similarities and differences of male and female reactions to given situations.	Review definition of "heterosexual." View filmstrip, Times, They Are a Changing, or Masculinity and Femininity, or Growing into Manhood, Part II and Growing into Womanhood, Part II to see examples of male and female differences. List five daydreams and five fears. Identify student papers as m or f. Divide into groups and tabulate separately m or f lists. Discuss differences in results. Role play: how a man, woman, teenage girl and boy might react to: 1. Seeing a mouse. 2. Being involved in a car accident. 3. Hearing the cry of a newborn baby. 4. Viewing a sad movie. 5. Being late for an appointment.	Student definitions of types of sexual behavior. Filmstrips: Warran Schloat Production, Times, They Are a Changing. Guidance Associates, Growing into Manhood, Part II and Growing into Womanhood, Part II; Masculinity and Femininity.

CONCEPTS: Human Development of Male and Female

OVERALL OBJECTIVES: Show comprehension of factors affecting human development.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Discuss "Why sexes react differently?" "Do we learn this?" "How?" Read selected reference.	Hatch, What You Should Know About Sex and Sexuality, pp. 47-57.
Identify differences in male and female sexual responses.	Discuss: "Do male and female differ in their sexual response?"	Teacher Resources: Burt and Brower, Education for Sexuality, p. 336, diagram. Taylor, Human Sexual Development, "Adolescent Sexuality," pp. 38-69.
	Participate in small groups to analyze the following list, differentiating the effect of each on the sex drive of male and female. Touch Smell Sight Love Personality Pornography Alcohol Affection Compatibility Physical Attractiveness Intelligence Commitment to Partner Sense of Humor	

CONCEPTS: Human Development of Male and Female

OVERALL OBJECTIVES: Show comprehension of factors affecting human development.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Read suggested reference and discuss in small buzz sessions: 1. When are males and females biologically ready for heterosexual intercourse? 2. What is intercourse? 3. Is love a necessary element in heterosexual relationships?	Landis, Your Marriage and Family Living, p. 99.
	Review the constituent parts of a love relationship and show in sentences how these apply to the sexual relationship: 1. Labor 2. Responsibility 3. Respect 4. Understanding	Teacher prepared sheets. "Sex Education as Education for Love," Burt and Brower, Education for Sexuality, pp.8-9.
	Brainstorm and list on the chalk board many ways that sex education can help in understanding the opposite sex in a heterosexual relationship.	Chalk Board.
	Summarize your thoughts about love and sex by reacting to the following quote from Eric Fromm in the Art of Loving, "Love is the only satisfactory answer to the problem of human existence."	Teacher Resource. Burt and Brower, Education for Sexuality, p. 3.
Identify the parts of male and female reproductive system.	Make a list of factors you do not understand about the opposite sex.	Teacher Resource. Burt and Brower, Education for Sexuality. Chapter 3, "The Biological Female" and Chapter 2, "The Biological Male."

CONCEPTS: Human Development of Male and Female

OVERALL OBJECTIVES: Show comprehension of factors affecting human development.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Make a list of factors you do not understand about yourself.	
Define reproductive terminology.	Take a pre-test on physical changes occurring during adolescence with emphasis on correct terminology.	Pre-test.
	View the film, Growing Into Womanhood and Growing Into Manhood or Understanding Reproduction and identify reproductive parts.	Filmstrip: Guidance Associates Growing Into Womanhood and Growing Into Manhood or Understanding Reproduction.
	Examine teacher-prepared vocabulary sheets of words pertaining to biological female and male.	Teacher prepared vocabulary sheets. Teacher Resources: Filmstrip Guide: Guidance Associates, vocabulary words in filmstrip guide: Growing into Womanhood and Growing into Manhood or Understanding Reproduction.
Demonstrate the power of sex hormones.	Observe the following experiment which demonstrates how powerful sex hormones are. Obtain a castrated rat and a normal rat and place each in a separate cage with exercise wheels. The normal rats will run 73 times the distance of the castrated rat.	Rats and cages.

CONCEPTS: Human Development of Male and Female

OVERALL OBJECTIVES: Show comprehension of factors affecting human development.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify male and female glands and hormones secreted from each gland.	View diagram showing location of male and female glands. Locate these on a silhouette drawing of a male and female torso. Draw in glands and label.	Teacher prepared transparency. Burt and Brower, Education for Sexuality, p. 415, figure 5; and p. 434, figure 24.
	Name hormones secreted from each gland.	Smallwood, Modern Biology, pp. 648-656.
	Illustrate secondary sex characteristics occurring at puberty.	
Research the physical changes of adolescents.	List the physical changes adolescent boys and girls go through and discuss the effects of the changes in getting along with people, your reactions and your school work.	Pamphlet: American Medical Association, A Story About You.
		Booklet: SRA, Understanding Sex, Becoming Men and Women.
	View Guidance Associate filmstrip to identify physical changes in adolescence.	Filmstrip: Guidance Associates, Understanding Human Reproduction-Male Part I, Female Part II.
	Summarize in paragraphs the changes discussed in the filmstrip.	
Identify male and female reproductive organs.	Examine prepared materials of unlabeled diagrams of male and female anatomy. View diagram on overhead projector. Locate and label the reproductive organs on a diagram.	Diagrams.
		Teacher Resources for Diagrams:
		Burt and Brower, Education For Sexuality, p. 425, figure 15; p. 432, figure 22; p. 442, figure 32.

CONCEPTS: Human Development of Male and Female

OVERALL OBJECTIVES: Show comprehension of factors affecting human development.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
		Riker and Brisbane, Married Life, p. 48. Pamphlets: American Medical Association, Approaching Adulthood Fane and Fane, A Changing Person.
	Reexamine prepared diagrams. On the back of the diagram list in chronological order the successive structures the sperms pass through during ejaculation and those the egg passes through during ovulation. Participate in class debate. Suggested topics: 1. Pros and cons of circumcision. 2. Are males or females more healthy? 3. Are males or females more aggressive?	
	Report on related topics of one's own choosing.	Teacher list of topics.
	Participate in the following research: Measure physical performance of girls during menses. Decide on certain skills to be measured in PE classes. Measure skills daily, comparing levels of performance from day to day. (The study should	Teacher Resource. Burt and Brower, Education for Sexuality, p. 332.

CONCEPTS: Human Development of Male and Female

OVERALL OBJECTIVES: Show comprehension of factors affecting human development.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	show no significant difference in performance during menses.) (Male students will need to choose an adaptation of assignment.)	
Explain menstrual cycle and ovulation.	View a film and summarize by constructing graphs of calendars to explain menstrual cycle and ovulation. Focus on levels of hormonal secretion.	Film: Brigham Young University, From Generation to Generation.
		Associate Films, World of a Girl.
	Read suggested references and make models of uterus to depict the changes during menstrual cycle.	Pamphlet: Kimberly Clark Corp., The Miracle of You.
	Review the unit by writing questions on reproduction and place in a question box. The group leader will read questions and call on students to answer. The entire class will decide if answer is correct.	Teacher Resource. Burt and Brower, Education for Sexuality, p. 437, figure 27; p. 438, figure 28.
		Question box.
Identify effects of hormonal change in male and female.	Define through discussion: Female Climacteric Male Climacteric List signs and symptoms of each.	Teacher Resource. Burt and Brower, Education for Sexuality, pp. 30, 51-52.
	Define menopause. List many changes that occur at this time. Role play some of these changes.	Dictionary.

CONCEPTS: Human Development of Male and Female

OVERALL OBJECTIVES: Show comprehension of factors affecting human development.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Discuss the family members role in supporting the mother during this period of change. Discuss: 1. What effect does a healthy sexual relationship in early years have on the person experiencing the climacteric stage of life? 2. What are the sexual capacities of persons in the post-menopausal or post-climacteric years? 3. What are common misconceptions of this period?	Teacher Resource. Burt and Brower, Education for Sexuality, p. 30 and pp. 51-52.
Identify common problems in reproductive organs.	Use classroom resources to prepare written and oral reports about the following: 1. D & C 2. Hysterectomy 3. Infection of Prostate 4. Cancer of the Prostate 5. Cancer of Cervix 6. Vaginitis 7. "Honeymoon" Cystitis 8. "Pap" Smear 9. Breast Cancer 10. Mastitis 11. Sterility 12. Castration 13. Venereal Disease 14. Iguinal Hernia 15. Cryptorchidism	Classroom resource materials.
Identify characteristics of emotionally mature teenagers.	Participate in small groups to list characteristics of emotionally immature teenagers.	Teacher Resource. Westlake, Relationships, p. 47.

CONCEPTS: Human Development of Male and Female

OVERALL OBJECTIVES: Show comprehension of factors affecting human development.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Act out, draw stick figures, or find pictures to illustrate characteristics listed above.	
	View suggested filmstrip to understand emotions.	Filmstrip: Guidance Associates, The Adolescent Experience, Understanding Emotions.
	List characteristics of emotionally mature teenagers.	
	Evaluate yourself in relation to emotional maturity by using a prepared questionnaire.	Kirkendall, Marriage and Family Relations. Study Guide, "Emotional Maturity Questionnaire."
		Landis, Your Marriage and Family Living, "Some Questions To Test Your Moral Maturity," p. 8.
	Participate in small groups to list what you dislike about people.	
	Compile a class list from the various groups on "What Characteristics are Most Undesirable?"	
Identify one's own stage of emotional maturity.	Read suggested reference and complete a "Self Knowledge Questionnaire." (Keep your copy confidential.)	Landis, Your Marriage and Family Living, p. 15.

CONCEPTS: Human Development of Male and Female

OVERALL OBJECTIVES: Show comprehension of factors affecting human development.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	List five likes and five dislikes about self. Place these in secret place and try to work on these problems.	
	"Describe yourself." On paper, describe self as; 1. An inaminate object--What do you feel like at times? Why? 2. What live object do you feel describes you? 3. Select a color that depicts your personality.	
	Select partners and repeat 1, 2, 3 showing each other opinions of the partner.	
Identify healthy emotional outlets.	Role play boy's bad temper and girl's mood as reactions to disappointments and failures.	
	Read teacher selected reference and list ways to release pent-up feelings in healthy outlets.	Landis, Your Marriage and Family Living, pp. 14-18,22. Westlake, Relationships, pp. 73-84.
	Role play examples of defense mechanisms.	
	Prepare a bulletin board using cartoon characters to illustrate defense mechanisms.	Bulletin Board.
	Fill in "Self-Evaluation Check-list," then choose emotional maturity goals.	Teacher prepared check-list and suggested goals.

CONCEPTS: Human Development of Male and Female

OVERALL OBJECTIVES: Show comprehension of factors affecting human development.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify fundamental needs that contribute to one's emotional stability.	Brainstorm in groups to identify fundamental needs and act out needs in small groups. Show positive and negative results.	Westlake, Relationships, "Our Basic Needs," pp. 2-8.
Recognize the interaction of male and female roles.	Debate: "The Worlds of Men and Women Will be the Same in Years to Come."	
	Respond to checklist on "Sex Roles in Family Life." Tabulate male and female answers separately. Discuss differences in male and female opinions.	Kirkendall: Marriage and Family Relations Study Guide, "Check-list on Sex Roles." p. 67.
	Work in small groups to list all duties dealing with home life. Place either m (male), f (female), or b (both) beside each duty. Compare group responses to checklist.	Teacher Resource. Sumerville, Introduction to Family Life and Sex Education, "Sex and Role; Who's Who in the Family," pp. 67-84.
	Discuss: "Which Sex is Going Through the Most Marked Change in Roles?"	
	Discuss and complete one of the following in small groups and share with the class: 1. The man/woman I marry should _____. 2. The advantages of marrying an "old fashioned" girl might be _____. 3. The advantages of marrying a kind of man who lived 100 years ago are _____. 4. The "modern" man makes a better husband because _____.	

CONCEPTS: Human Development of Male and Female

OVERALL OBJECTIVES: Show comprehension of factors affecting humar development.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Collect news stories about women who have careers in so called "men's" professions such as law, politics, medicine, business and men who are in "women's" professions such as nursing, cosmetology, child-care, etc. React to these articles by writing a paragraph to be read in class.	Newspaper and magazine clipping.
	Participate in a discussion in small groups on "Why professions are no longer limited to one sex," after hearing these paragraphs.	
	Participate in making a bulletin board, "Sex Sense and Non-Sense."	Bulletin Board.
	Read reference. Identify underlying causes of changing roles in family life.	Landis, Marriage and Family Living, pp. 241-243.
	Work in small groups and make a collage on large piece of butcher paper illustrating some causes of changing roles. Examples: new equipment such as charcoal grills, disposals, dishwashers, etc.	
Identify one's own concept of roles.	Write a paragraph summarizing your ideas on male and female roles.	

CONCEPTS: Effective Interpersonal Relationships

OVERALL OBJECTIVES: Analyze and apply principles of communications for more effective interpersonal relationships.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Apply knowledge of empathy to produce more effective interpersonal relationships.	Read suggested references to learn definitions of empathy, advantages, disadvantages, the empathetic approach, and six guidelines that may be helpful in using the empathetic approach.	Klemer, Marriage and Family Relationships, pp. 4-18.
	Analyze the case study in the suggested reference.	Klemer, Marriage and Family Relationships, p. 14.
Analyze two given situations in which the empathetic approach would improve relationships.	Read suggested reference. Analyze the situations in the reference for effective empathetic approach.	Klemer, Marriage and Family Relationships, pp. 11-18.
Illustrate the empathetic approach which would improve relationships.	Dramatize two common disagreements between persons showing a lack of empathy. Analyze.	
Develop techniques for using empathetic approach.	Repeat dramatization using empathy. Analyze. Observe others during lunch. List examples of students using empathy and examples of situations where empathy would have improved the situations. Summarize results and report to the class.	
Apply principles of good communication.	Participate in a brainstorming session to list forms of communication.	
	Read suggested reference to learn other forms.	Klemer, Marriage and Family Relationships, pp. 202-203.
Identify complete communication.	Read suggested reference to learn how connotations of words may hamper communication.	Klemer, Marriage and Family Relationships. World Book Encyclopedia, Vol. C.

CONCEPTS: Effective Interpersonal Relationships

OVERALL OBJECTIVES: Analyze and apply principles of communications for more effective interpersonal relationships.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Select words and mannerisms that may affect communication. Role play to show effects. Analyze and discuss.	
	Read suggested references to identify problems in communication such as lack of ability, lack of desire, lack of security, lack of selectivity.	Klemer, Marriage and Family Relationships, pp. 201-214.
	Role play the identified problems.	
Identify procedures by which children may communicate with parents and parents with children.	Participate in buzz session to discuss and list suggestions on parent-child and child-parent communication. Repeat group suggestions to class.	
	Study the summary chart of faulty parent-child relationships in selected reference.	Klemer, Marriage and Family Relationships, pp. 293-302.
	Select examples of faulty parent-child relationships in buzz sessions and role play.	
	Illustrate contact with world through sensations such as sight and hearing.	
	Role play to show relationship between sensation, meaning (or previous experience), and perception.	
	Appraise inability of persons to communicate without perception.	
	Debate the right of a girl to ask a boy for a date after reading suggested reference.	Landis, Your Marriage and Family Living, pp. 111-133.

CONCEPTS: Effective Interpersonal Relationships

OVERALL OBJECTIVES: Analyze and apply principles of communications for more effective interpersonal relationships.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Collect information on the rights and privileges of others.	Collect information on situations a girl should avoid on dates. List possible solutions to suggested situations. Analyze concepts on the following topics: The individual's right to choose moral values, behavior, and friends. Write a statement of your philosophy of life concerned with rights and privileges of self and others.	

CONCEPTS: Choosing a Sexual Conduct Code

OVERALL OBJECTIVES: Explore societal factors that affect an individual's sexual conduct code.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Explain societal factors that affect an individual's sexual conduct code.	Compare the definitions of sex and sexuality.	Dictionary.
	Research references and participate in a panel discussion of the effects of the various cultures in which we live on one's sexual conduct code. Include: the meaning and implications of the "double standard," the "single standard," social class, economic status, educational level, society's attitude toward pornography, "dirty" or "off-color" jokes.	Klemer, Marriage and Family Relationships, pp. 135-147. Blood, Marriage, 2nd ed., pp. 154-157, 379-381. Katchadourian and Lunde, Fundamentals of Human Sexuality, pp. 4-5, 45-59, 20, 486. Child Study Association of America, Inc., Sex Education and the New Morality, pp. 21-34.
	Identify from references and personal examples the social influences that affect sexual behavior--early dating, younger girls dating older boys, social pressure of peer group.	Blood, Marriage, 2nd ed., pp. 5, 133, 139, 145, 157.
	Read references to examine philosophical beliefs apparent in a society and the effect on an individual's personal value system. Include identification and knowledge of the various beliefs of sexual behavior such as asceticism, humanism or anarchy.	Peterson, Education for Marriage, pp. 224, 435-437, 448-449. Blood, Marriage, 2nd ed., pp. 405-406, 412-413.

CONCEPTS: Choosing a Sexual Conduct Code

OVERALL OBJECTIVES: Explore societal factors that affect an individual's sexual conduct code.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Examine beliefs of various segments of society as displayed through television, movies, news magazines, and discuss how these media influence sexual expression.	
	Participate in a buzz session to discuss factors in today's society which place more personal responsibility on individuals for their personal sexual behavior. Include: the automobile, less parental control, alcohol and drugs, more money, more anonymity, availability of contraceptives, "open" college dormitories, co-ed dormitories.	
	Investigate and report on factors in today's society which place more responsibility on individuals in coping with issues such as population control, abortion, venereal disease (prevention and control), prostitution, illegitimacy.	
	Interview ministers of different faiths in order to compare various religious beliefs concerning sexual behavior, abortion, population control, birth control. List ways that these different beliefs would tend to affect the individual's sexual code.	Local Ministers.
	List rules or customs in your school that affect sexual codes.	
	Give examples to show effects of teacher attitudes on sexual behavior.	

CONCEPTS: Choosing a Sexual Conduct Code

OVERALL OBJECTIVES: Explore societal factors that affect an individual's sexual conduct code.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Suggest school and community activities that could be offered to help young people place sex in the proper perspective. Debate: "One's choice of friends does/does not affect his attitude concerning sexual behavior."	
Identify ways in which the family's standards and customs affect one's feelings about sexuality.	View film to identify ways that the attitudes of parents toward sex are communicated to children.	Film: S.C. Dept. of Mental Health Film Library, Parent to Child About Sex.
	Read references to identify how family standards and customs affect children's feelings about sexuality.	Department Resource Center. Bowman, Marriage for Moderns, 6th ed., pp. 567-569.
	Give examples of parent's attitudes toward: 1. Undressing before other family members. 2. Bathing children together. 3. Children sleeping together. 4. Answering children's questions about sex. 5. Ways of expressing love for each other. 6. Ways of expressing love for their children. Explain how these expressed attitudes may affect the individual's attitude about his sexuality.	
Explain how one's total value system affects his personal sexual behavior.	Participate in a panel discussion, "What is Morality?" "Does It Change?"	Blood, Marriage, 2nd ed., p. 137.

CONCEPTS: Choosing a Sexual Conduct Code

OVERALL OBJECTIVES: Explore societal factors that affect an individual's sexual conduct code.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Give interpretation of Lord Byron's "Childe Harold:" "There is the moral of all human tales; 'Tis but the same rehearsal of the past, First Freedom, and then Glory-- when that fails, Wealth, vice, corruption-- barbarism at last. And History, with all her volumes vast, Hath but one page . . . ."	
	Read references and view filmstrip in order to contrast moral and immoral behavior including: 1. How moral behavior involves making a distinction between right and wrong conduct relating to self and others. 2. How self-integrity, values, respect and concern for others affect one's moral judgment in regard to sexual behavior.	Child Study Association of America, Sex Education and the New Morality, pp. 35-43. Katchadourian and Lunde, Fundamentals of Human Sexuality, pp. 7-15. Westlake, Relationships, pp. 137, 194-202. Klemer, Marriage and Family Relationships, pp. 148-172. Filmstrip: Guidance Associates, Sex: A Moral Dilemma for Teenagers.
	Brainstorm differences in sexual behavior of humans and animals. Summarize reasons why man is capable of self-directed behavior.	

CONCEPTS: Choosing a Sexual Conduct Code

OVERALL OBJECTIVES: Explore societal factors that affect an individual's sexual conduct code.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Debate greater knowledge of contraceptives and easier availability of contraceptives will/will not increase promiscuity.	
	Research to find substantiated evidence for and against pre-marital sex.	Pamphlet: Lerrigo and Southard, Approaching Adulthood, pp. 15-16. Current Periodicals.
	Research magazines, newspapers, reference books and personal examples to identify various consequences of promiscuity as they affect both the male and female.	Department Resource Center, magazines, newspapers. Blood, Marriage, 2nd ed., pp. 144-154.
	Summarize the types of decisions that would have to be made concerning the consequences of promiscuity.	
	Participate in buzz groups to analyze an open-end situation (case study) involving promiscuity. Make a decision for those involved in the given situation.	Case studies prepared by teacher or taken from books or magazines.
	Compare and evaluate possible consequences of the decisions made by the groups.	
	Discuss the statement: "One can correct most mistakes by facing and accepting the consequences."	
	Write a paragraph to express individual understanding of the relationship of values and sexual behavior.	

CONCEPTS: Choosing a Sexual Conduct Code

OVERALL OBJECTIVES: Explore societal factors that affect an individual's sexual conduct code.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Define: "Philosophy of Life."	
	Report to class a summary from selected references and discuss statement: "Sexual behavior is an integral part of one's philosophy of life."	Katchadourian and Lunde, Fundamentals of Human Sexuality, pp. 13-14.
	Write on unsigned paper why couples who have fewer interests are more likely to participate in sex activities on dates; also, reasons other than love that cause individuals to participate in sex activities. Summarize answers and present to the class for discussion.	
	Research references and view a filmstrip to give results of findings on differences in sexual feelings and desires in males and females and factors that influence these differences (include ways that sexual feelings may be aroused in each).	Department Resource Center, Westlake, Relationships, pp. 134-137. Filmstrip: Guidance Associates, Everything But. . .
	Participate in brainstorming sessions to list ways of coping with undesirable behavior of a dating partner or write an unsigned paper for class discussion.	
	List signs of sexual maturity other than physical development.	
Explain effect of sexual deviancy on society as a whole.	Read reference and discuss factors contributing to sexual deviancy.	Katchadourian and Lunde, Fundamentals of Human Sexuality, pp. 194-195.

CONCEPTS: Choosing a Sexual Conduct Code

OVERALL OBJECTIVES: Explore societal factors that affect an individual's sexual conduct code.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Read references in order to briefly define types of deviates and explain how these may affect society (homosexuals, pedophilia, transvestism, exhibitionism, voyeuriusm, sadism).	Katchadourian and Lunde, Fundamentals of Human Sexuality, pp. 288-295. Westlake, Relationships, pp. 213-216. Teacher Resource: Vincent, Human Sexuality in Medical Education & Practice, pp. 178-181, 367-387, 496-503.
	Study teacher prepared chart (or student prepared special project) summarizing laws governing sexual deviancy. Use selected reference for special report. Debate: "Sexual Deviancy Should/Should Not be Considered Criminal Behavior."	Katchadourian and Lunde, Fundamentals of Human Sexuality, pp. 421-447.
	Listen to taped interview with lawyer concerning problems involved in legislating sexual behavior. Evaluate ideas presented in interview. Participate in discussion of ways of coping with individuals who show deviant sexual behavior. Identify community resources where individuals can secure help relating to sexuality.	Local lawyer.

CONCEPTS: Venereal Disease

OVERALL OBJECTIVES: Identify causes, long term effects and cure for venereal diseases.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify the need to study venereal disease.	Discuss the concept, "A major component of love is responsibility." Relate this concept to transmitting VD from person to person.	
	Take a pre-test on venereal disease.	County Health Department materials or Schwartz: Teacher's Handbook on Venereal Disease Education, pp. 26-35.
	Correct your answers to pre-test, using annotated correct answer code.	Schwartz: Teacher's Handbook on Venereal Disease Education, pp. 36-38.
	Write questions you have about VD and place in the "question box."	Question Box.
Identify medical facts about venereal disease.	Listen and make notes as county health nurse or another instructor answers questions from the question box.	Health Nurse or Instructor.
	Learn about VD signs, symptoms and results by using programmed materials in student manual.	Schwartz: Facts About Syphilis and Gonorrhea Student Manual.
Discover the history of VD and the extent of the present local problem.	Use interviews and suggested references to find information for one of the following topics for small group presentations: 1. What is the history of VD? 2. How big is the problem for our country and state? 3. Why is VD called the "great imitator?" 4. How does our county health department help in the fight against VD?	Pamphlets: SRA, Facts About Venereal Disease. AMA, Why the Rise in Teenage Gonorrhea.

CONCEPTS: Venereal Disease

OVERALL OBJECTIVES: Identify causes, long term effects and cure for venereal diseases.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
		AMA, Why the Rise in Teenage Syphilis. Family Planning and Population Center: The Clap Trap. American Social Health Association: Some Questions and Answers About VD. Metropolitan Life, Facts You Should Know About VD But Probably Don't. Channing L. Bete Company, What Everyone Should Know About VD. Young Drug Products, Corporation, Plain Talk About Venereal Disease. AMA, VD is Still a World Problem. Pfizer Laboratories, Do You Know About the Most Commonly Reported Communicable Disease.

CONCEPTS: Venereal Disease

OVERALL OBJECTIVES: Identify causes, long term effects and cure for venereal diseases.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
		Teacher Resources: Pamphlet: The American Social Health Association and Pfizer Laboratory Division, The VD Crisis. Booklet: Schwartz, Teachers Handbook on Venereal Disease Education.
	Participate in presenting your group's topic to the class. Use graphs, charts and other illustrations.	
Review medical facts about VD.	Use suggested references in your classroom resource center to answer these questions: 1. How is VD spread? 2. What are male and female symptoms of syphilis and gonorrhea? 3. What are long-term affects of untreated syphilis and gonorrhea? 4. Can VD affect unborn babies? How? 5. What is the usual treatment of syphilis and gonorrhea? 6. What should individuals do to protect themselves and those they love from VD? 7. Should S.C. require premarital serology?	Classroom resource center materials on VD.
	View a film or filmstrip to understand how extensive the VD problem is.	Film: State Health Department, VD Every 30 Seconds or A Quarter Million Teenagers.

CONCEPTS: Venereal Disease

OVERALL OBJECTIVES: Identify causes, long term effects and cure for venereal diseases.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
		Filmstrip: Guidance Associates, VD-A Present Danger.
	Use the VD Dial to discover additional information about VD.	Dial: Spenco Corp., VD Dial.
	Take the achievement test on syphilis and gonorrhea. Correct papers in class and discuss answers.	Achievement test.
		Teacher Resource: Schwartz, Teacher's Handbook on Venereal Disease Education, pp. 39-43, Answers on p. 44.

CONCEPTS: Planning Pregnancy

OVERALL OBJECTIVES: Show comprehension of factors relative to planning for parenthood.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Appraise the influence of family planning upon family happiness and well being.	Listen to talk by representative from community organization which offers planned parenthood counseling. Summarize main concepts. Read suggested references to (1) learn the meaning of "planned parenthood" and (2) determine "why plan your family".	Planned Parenthood Counselor. Pamphlets: Planned Parenthood World Population, To Be A Mother, To Be A Father. Planned Parenthood, Male Birth Control. Family Planning Resource Center, Birth Control. Red Clay Publishers, The Loving Book. Schmid's Pharmaceuticals, The How Not To Book. Public Affairs, A New Chapter In Family Planning. C.D. Searle & Co., Your Future Family, Planning Your Family. Carolina Population Center, The Right Way to Birth Control.

CONCEPTS: Planning Pregnancy

OVERALL OBJECTIVES: Show comprehension of factors relative to planning parenthood.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
		Caroline Population Center, If You Are Not Ready For Another Baby. Carolina Population Center, Planning Your Pregnancy. Hatch, What You Should Know About Sex-Sexuality.
	Role play physical and psychological effects on parents with unplanned children. Read suggested references to: 1. Identify biological readiness for parenthood. 2. List risks existing in teenage pregnancies. 3. Identify physical effects on mother's body when two or more babies come less than one year apart. 4. Identify possible physical effects on the second baby when two or more babies come less than one year apart.	Landis, Your Marriage and Family Living, pp. 179-180, 339-343. Brisbane and Riker, Married Life, pp. 179-191, 462-470. Teacher Resource: Burt and Brower, Education for Sexuality, pp. 63-81.
	Use listed reference to compare costs of planning a family to suit a time when economically feasible vs having children without planning.	Landis, Your Marriage and Family Living, pp. 336-337. Teacher Resource: Pamphlet, Planned Parenthood World Population, A Selected Bibliography, Guide to Films, and Planned Parenthood Publication.

CONCEPTS: Planning Pregnancy
OVERALL OBJECTIVES: Show comprehension of factors relative to planning parenthood.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	View selected filmstrip to distinguish between the myths and romantic notions of parenthood and the realities. Participate in a class discussion summarizing myths and realities. Role play economic results of family planning. Use situations such as: 1. Several pre-school age children. 2. Several children near college age. 3. Two to three well spaced children.	Filmstrip: Guidance Associates, Parenthood, Myths and Realities.
List effective methods of birth control in order of efficiency.	Read suggested references for information on contraceptive methods. Collect current articles concerning newest methods.	Pamphlets: Red Clay Publishers, The Loving Book. Planning and Population Information Center, Ten Heavy Facts About Sex. Planned Parenthood, Babies Aren't Found Under Cabbage Leaves. Periodical: What's New in Home Economics, "A Doctor Discusses Birth Control," February 1973, pp. 39-43. Westlake, Relationships, pp. 329-336, "Family Planning."

CONCEPTS: Planning Pregnancy

OVERALL OBJECTIVES: Show comprehension of factors relative to planning parenthood.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
		Teacher Resource: Burt and Brower, Education for Sexuality, Chapter 6, pp. 82-96, "Contraception."
	List newest methods on market or in the process of being developed. Explain how each works.	Newspaper and Magazine Clippings.
	View a filmstrip showing historical methods of birth control. Summarize film by: 1. Compiling in order of efficiency a list of current methods of birth control. 2. Writing advantages and disadvantages of each current method. 3. Telling which methods require a doctor's prescription and which do not.	Filmstrip: Guidance Associates, Family Planning Today.
	View teacher prepared chart showing vasectomy. Write a paragraph explaining this process.	Teacher Prepared Chart: Teacher Resource for Chart, Burt and Brower, Education For Sexuality, p. 431, Figure 21.
	View teacher prepared diagram showing female sterilization. Write a paragraph explaining this process.	Teacher Prepared Diagram: Teacher Resource for Diagram, Burt and Brower, Education for Sexuality, p. 459, Figure 49.
	View a display of examples of current contraceptive devices.	Local Druggist, Family Planning Clinic.

CONCEPTS: Planning Pregnancy

OVERALL OBJECTIVES: Show comprehension of factors relative to planning for parenthood.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	View teacher prepared diagrams.	Diagrams.
	Write an explanation of how each contraceptive device in the display works.	Teacher Resource for Handout Diagrams: Burt and Brower, Education for Sexuality, pp. 460-464.
	Read suggested references. Summarize findings on contraceptives by listing the major factors to be considered in determining one's own birth control practices.	Pamphlet: Family Planning Resources Center, Birth Control All the Methods That Work. Westlake, Relationships, pp. 320-321.
	View film to aid in summary, Love Is Family Planning.	Film: S.C. State Board of Health, Love Is Family Planning.
Identify reproductive organs involved in the process of conception.	Review diagrams of female reproduction systems.	Diagrams.
	Draw arrows on the diagram to show the path of the sperm to the ovum.	Teacher Resource for Diagrams: Burt and Brower, Education for Sexuality, p. 426, Figure 16.
	Draw arrows on the diagram to show the path of the ovum from the ovary to the fallopian tubes.	Pamphlet: American Medical Association, Approaching Adulthood, pp. 12-17.

CONCEPTS: Planning Pregnancy

OVERALL OBJECTIVES: Show comprehension of factors relative to planning for parenthood.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Draw a diagram to illustrate a fertilized ovum.	Teacher Resource for Diagram: Burt and Brower, Education for Sexuality, p. 504, Figure 123, pp. 124-125.
	View diagram showing proper implantation site for fertilized ovum.	Teacher Resource for Diagram: Burt and Brower, Education for Sexuality, p. 505, Figure 126.
	View diagram which shows implantation sites in ectopic pregnancy.	Teacher Resource for Diagram: Burt and Brower, Education for Sexuality, p. 436, Figure 26.
	Read selected reference. Identify problems related to ectopic pregnancies.	Riker, Married Life, p. 464.
	Draw diagrams to illustrate: 1. A single fertilized ovum 2. Identical twins 3. Fraternal twins	Biology Textbook.
	Read pamphlet, Before and After Having Your Baby or Useful Facts for the Father to Be. Summarize factors and participate in class discussion of factors.	Pamphlets: Mead Johnson & Co., Before and After Having Your Baby or Useful Facts For the Father to Be.

CONCEPTS: Pregnancy and Birth

OVERALL OBJECTIVES: Explore factors concerning pregnancy and birth.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Define terminology related to prenatal child development.	Become familiar with teacher prepared list of terms related to the stages of prenatal development.	Teacher Prepared List. Teacher Resource: Beck, Human Growth, pp. 109-120. Blood, Marriage, pp. 426-427.
Identify prenatal stages in the development of a child and the length of time involved in each stage.	View selected film, filmstrips, charts or transparencies to learn how the embryo grows and develops during various stages of prenatal development.	Film: S.C. Dept. of Mental Health Film Library, Biography of the Unborn. Filmstrip: Time-Life, Life Before Birth, Part II. Filmstrip: Guidance Associates, Understanding Human Reproduction, Part III. Charts from local family planning clinic. Transparencies: Educational Record Transparencies Sales, The Baby, Its Conception, Birth.
Describe changes in the mother during pregnancy.	Read suggested references to find the physical, emotional, occupational and sexual changes in the expectant mother.	Landis and Landis, Building a Successful Marriage, 5th ed., pp. 426-429. Klemer, Marriage and Family Relationships, pp. 288-291.

CONCEPTS: Pregnancy and Birth

OVERALL OBJECTIVES: Explore factors concerning pregnancy and birth.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
		Westlake, Relationships, pp. 327, 328. Blood, Marriage, 2nd ed., pp. 430-432. Pamphlet: Dept. of HEW, Prenatal Care.
	Write a brief paragraph summarizing possible effects of changes in the expectant mother on interpersonal relationships.	
State guidelines for health care which assure a pregnant woman maximum physical health for her child and herself.	Listen to taped interview with obstetrician explaining why a woman should visit a doctor as soon as she suspects that she is pregnant, the general procedure and information desired by the doctor during the first prenatal visit.	Obstetrician.
	Summarize the interview by listing reasons for choosing a doctor at the first signs of pregnancy and for following the doctor's instructions.	
	View selected film and participate in a class discussion summarizing factors presented in the film.	Film: S.C. Dept. of Mental Health Film Library, Before the Baby Comes.
	Read references and list danger signals that should be reported to the doctor in order that he might make an examination and evaluate their importance.	Westlake, Relationships, pp. 355-356. Pamphlet: U.S. Dept. of HEW, Prenatal Care.

CONCEPTS: Pregnancy and Birth

OVERALL OBJECTIVES: Explore factors concerning pregnancy and birth.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Research reference to find guidelines to aid the expectant mother concerning: 1. Dental Care 2. Exercise and Recreation 3. Rest and Relaxation 4. Bathing 5. Care of Breasts 6. Traveling 7. Employment 8. Marital Relations 9. Clothing 10. Nutritional Requirements	Pamphlet: U.S. Dept. of HEW, Prenatal Care.
Explain the possible influences of selected factors on the development of the embryo and fetus.	View filmstrip, More Than Love, to observe factors that may affect the developing fetus.	Filmstrip: National Foundation of March of Dimes, More Than Love.
	Research periodicals and references on the following factors that may affect the developing fetus and report to class: 1. Attempted Abortions 2. Venereal Diseases 3. Measles 4. Infections 5. Diet 6. Drugs 7. Smoking 8. Alcohol 9. Radiation	Pamphlet: National Foundation of March of Dimes, Birth Defects. Current Periodicals. State Board of Health Genetic Counselor.

CONCEPTS: Pregnancy and Birth

OVERALL OBJECTIVES: Explore factors concerning pregnancy and birth.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Prepare a chart to illustrate hazards to unborn child's "normal" development. For example: Hazard: Smoking during pregnancy Possible Result: Chance of premature birth is doubled	
Differentiate between facts and myths regarding environmental effects upon the unborn child.	Collect and bring to class "old wive's" tales about pregnancy. Check with doctor or references to distinguish fact from myth.	Ames, Child Care and Development, pp. 39-40. Hurlock, Child Growth and Development, pp. 8-9. Katchadourian and Lunde, Fundamentals of Human Sexuality, pp. 125-126. Pamphlet: U.S. Dept. of HEW, Prenatal Care.
List foods rich in nutrients needed as supplements during pregnancy.	Examine references to determine relation of expectant mother's diet to unborn baby.	Pamphlets: National Dairy Council, What to Eat? National Livestock & Meat Board, Eating for Your Baby to Be. U.S. Dept. of HEW, Prenatal Care.

CONCEPTS: Pregnancy and Birth
OVERALL OBJECTIVES: Explore factors concerning pregnancy and birth.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Divide into groups and use nutrition books and pamphlets to change a given day's menu to make it more suitable for a pregnant woman. Report the changes to the class and give reasons for these changes.	Teacher Prepared Menus.
Summarize factors that characterize the father's role during pregnancy.	Research magazines, reference books and talk with young mothers to find ways a father can support the expectant mother physically and emotionally throughout pregnancy.	Klemer, Marriage and Family Relationships, pp. 288-291. Duval, Family Development, 4th ed., pp. 232-235. Westlake, Relationships, p. 328.
	Research magazines, reference books and talk with young fathers to find situations that cause the prospective father to feel uneasy during the period of the partner's pregnancy. Make a chart comparing adjustments that expectant mother and father must make.	Bowman, Marriage for Moderns, 6th ed., pp. 475-491. Beck, Human Growth, p. 91.
Compare the advantages and disadvantages of selected types of childbirth.	Research references to find advantages and disadvantages of selected types of delivery and report to class.	Pamphlet: Kimberly-Clark Corporation, Your First Pregnancy. Bowman, Marriage for Moderns, 6th ed., pp. 475-491. Landis and Landis, Building a Successful Marriage, 5th ed., pp. 433-439.

CONCEPTS: Pregnancy and Birth

OVERALL OBJECTIVES: Explore factors concerning pregnancy and birth.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
		Katchadourian and Lunde, Fundamentals of Human Sexuality, pp. 122-123.
	Read references to determine what can be expected in various stages of labor.	Westlake, Relationships, pp. 356-357.
		Pamphlet: U.S. Dept. of HEW, Prenatal Care.
	View transparencies, slides or pictures to see position of baby at various stages of labor, listen to explanation of what can be expected in the various stages according to the type of delivery.	Beck, Human Growth, pp. 92-93. (pictures for preparing transparencies)
	View film to see how childbirth is an emotional as well as a physical experience.	Film: S.C. Dept. of Mental Health, From Generation to Generation.
Compare costs of care of expectant mother and delivery using the types of facilities available in the individual's area.	Report on services offered in individual communities for care of expectant mother and the costs of each type of service. Give the requirements for obtaining each of the types of service. Examples: Health Department Clinics Private Physicians	Health Department. Hospital. Clinic. Physicians.
	Secure from a local hospital the cost of various types of hospitalization for maternity care including private, semi-private rooms, and wards. Include cost of	Local Hospital Administrators.

CONCEPTS: Pregnancy and Birth

OVERALL OBJECTIVES: Explore factors concerning pregnancy and birth.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	special cases such as multiple births, premature births or birth by Caesaren section. Also determine whether or not area hospitals require a cash deposit or if they accept hospitalization insurance policy in lieu of deposit.	
	Survey young parents to determine average cost of prenatal care, delivery and hospitalization in individual community.	Parents.
	Listen to an insurance agent discuss benefits and limitations of hospital insurance for maternity care.	Local Insurance Agent.
	Analyze insurance policies which include maternity benefits for the types and conditions of benefits.	Insurance Policies.
	List advantages and disadvantages of buying hospital and medical insurance that includes maternity benefits.	
List expenses of pregnancy and birth other than medical costs.	Interview new mothers on costs of maternity clothes. Report to class and participate in discussion of factors that would determine the type of clothes needed.	Mothers in Community.
	Read selected references and report on furniture, bedding, bath supplies, feeding equipment and layette needed for a new baby.	Pamphlet: Dept. of HEW, Prenatal Care. Craig, Thresholds to Adult Living, 2nd ed., p. 251.
	Interview new parents and report to class on equipment felt to be essential for care of baby and innovations used that could help lower costs of equipment.	New Parents.

CONCEPTS: Pregnancy and Birth

OVERALL OBJECTIVES: Explore factors concerning pregnancy and birth.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Collect prices of equipment (from stores, catalogues, and young parents) and make a chart to show the costs involved for essential equipment and for optional equipment.	Local Stores, Catalogues, New Parents.
	Discuss factors that would affect the amount of clothing needed for a baby.	
	Check on local prices to compare costs and analyze factors to be considered in deciding whether or not to use disposable diapers, use a diaper service, buy a washer and/or dryer, or wash by hand.	Local Stores. Diaper Services. New Parents.
	Read selected reference and interview Public Health Nurse to discover factors to consider in arranging for help for the new mother when the baby arrives. Include costs involved and emotional effects.	Craig, Thresholds to Adult Living, 2nd ed., pp. 250-251. U.S. Public Health Nurse.
Compare advantages and disadvantages of breast feeding.	Read selected references and interview parents in order to discuss factors that would affect decision whether or not to breast feed a baby. Include effects on mother and baby, time, cost, mother's and father's attitude, mother's plans for working outside the home.	Anderson, Design for Family Living, pp. 188-189. Pamphlet: Dept. of HEW, Prenatal Care. Parents.
	Collect and bring to class "old wives" tales concerning breast feeding. Talk with doctor or research reference to distinguish fact from myth.	Local Doctors. Pamphlet: Dept. of HEW, Prenatal Care.

CONCEPTS: Pregnancy and Birth

OVERALL OBJECTIVES: Explore factors concerning pregnancy and birth.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Interview new parents and make a chart to compare costs of feeding a baby when using various types of formulas.	New Parents.
	Collect information and report to class on a comparison of costs, time, convenience and nutritive value of using ready prepared baby foods and preparing foods in a blender.	New Parents.
	Demonstrate use of blender for preparing baby food.	Blender and Foods.

CONCEPTS: Unwanted Pregnancy

OVERALL OBJECTIVES: Identify problems and possible solutions related to unwanted pregnancy.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Define "unwanted" pregnancy.	Discuss pregnancy symptoms such as nausea, fatigue, which may cause a planned pregnancy to be temporarily "unwanted."	Teacher Resource: Burt & Brower, Education for Sexuality, p. 7.
	Interview young mothers to discover the effect fetal movement has on one's acceptance of the pregnancy as "wanted."	Young Mother.
Identify possible solutions in an unwanted pregnancy.	Role play various situations showing unwanted pregnancies such as: 1. High school seniors 2. Older couple (about 45) with grown family 3. A young couple (15 years old) and not in love	
	View selected filmstrip or film to identify possible solutions to an unwanted pregnancy.	Filmstrip: Guidance Associates, Young, Single and Pregnant. Film: S.C. Mental Health Center, Phoebe.
	Brainstorm to list all possible solutions to unwanted pregnancies. Discuss which solution is best for Phoebe and why, or use another example if Phoebe is not seen.	
	Debate possible solutions to unwanted pregnancies.	
Identify abortion laws in S.C. and surrounding states.	Define abortion using listed references.	Westlake, Relationships, p. 356. Riker and Brisbane, Married Life, pp. 52, 471-472.

CONCEPTS: Unwanted Pregnancy

OVERALL OBJECTIVES: Identify problems and possible solutions related to unwanted pregnancy.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Collect current newspaper and magazine articles dealing with abortion.	Newspaper and Magazine Articles.
	Consult a lawyer to learn about present abortion laws in South Carolina and nearby states.	Lawyer.
	Read factual articles concerning abortion laws.	Current magazines and newspapers. Pamphlet: Planned Parenthood World Population, A Guide to Abortion Laws in the U.S. Teacher Resource: Pamphlet, Associate for Study of Abortion, Inc., ASA Bibliography.
	Debate in small groups the pros and cons of changing abortion laws in South Carolina. Consider rights of the illegitimate father. Summarize the debate by writing down the pros and cons in two columns. State your own position after reviewing the summary above.	
Identify factors influencing one's decision concerning abortion.	Listen to a representative from Minister's Consultation Service discuss importance of counseling before and after an abortion. List local personnel involved in counseling.	Local Minister's Consultation Service on Abortion.

CONCEPTS: Unwanted Pregnancy

OVERALL OBJECTIVES: Identify problems and possible solutions related to unwanted pregnancy.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify medical procedures in various types of abortion.	Read selected references to identify medical procedures for abortion.	Pamphlets: Ecos, Inc., Elephants and Butterflies and Contraceptives, p. 14. Red Clay Publishers, The Loving Book, pp. 32-33. National Assoc. for Repeal of Abortion Laws, Abortion: Questions and Answers. California Conference on Abortion, San Francisco, Abortion and the Unwanted Child. Periodicals: Newsweek, "Abortion for All?" Consumer Reports, "Legal Abortion." Christianity Today, "Legal Abortion, A Pregnant Question." Readers Digest, "Growing Battle Over Abortion Reform." Callaham, Abortion Law, Choice and Morality.

CONCEPTS: Unwanted Pregnancy

OVERALL OBJECTIVES: Identify problems and possible solutions related to unwanted pregnancy.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Invite a doctor or RN to explain the medical procedures in a legal abortion. Ask questions to reveal possible results of illegal abortion.	Doctor or Nurse.
	Using suggested references: 1. Summarize the following procedures: a. Vacuum Aspiration b. Saline c. D and C 2. Explain which types are performed at various stages of pregnancy. 3. Explain which types are safest - name any "after" effects of each type.	Booklet: Red Clay Publishers, The Loving Book, pp. 34-36. Stearn, The Wasted Years. Erlich, The Population Bomb. Laden, Abortion. Torrey and Ethecal, Issues in Medicine. Kennedy Foundation, The Abortion Dilemma. Maginnes and Phelan, The Abortion Handbook. Maddoch, Single and Pregnant. Langmyha and Rogers, Legal Abortion, A Guide for Women in the U.S. Teacher Resource: Film, S.C. Clergy Consultation Service, Each Child Loved.

CONCEPTS: Unwanted Pregnancy

OVERALL OBJECTIVES: Identify problems and possible solutions related to unwanted pregnancy.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify possible psychological effects of having an abortion.	Discuss in small groups one of the following: 1. Moral aspects of abortion. 2. Possible psychological effects on male and female. 3. Need for compliance to Supreme Court ruling. 4. Use of abortion as a method of birth control. Respond by summarizing arguments as each group reports to class.	
Identify probable costs of having a legal abortion out-of-state and locally.	Using resources provided by teacher, research to find out finances involved in legal, local abortion and in out-of-state legal abortion. Include cost of: 1. Transportation 2. Hotel 3. Medical fee for various types 4. Local doctor's fee for initial visit to declare pregnancy 5. S.C. abortion clinics	Pamphlets in Department Resource Center.
Summarize individual opinions concerning abortion.	Role play to illustrate how family, doctor, counselor and male and female involved can help each other in making a decision concerning abortion. Make a list of the pros and cons of having a legal abortion as a solution to the problems of unwanted pregnancy.	
Summarize problems involved in offering the unwanted baby for adoption.	Read selected materials related to unwed mother's homes and offering the baby for adoption.	Pamphlets: Public Affairs, <u>You and Your Adopted Child</u>.

CONCEPTS: Unwanted Pregnancy

OVERALL OBJECTIVES: Identify problems and possible solutions related to unwanted pregnancy.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Using references suggested, list local agencies which assist in such adoption. Research in suggested references to find: 1. What are the state laws that regulate adoption? 2. What are the requirements which adoptive parents must meet? 3. What is the probation period in S.C.? 4. What are the requirements of the unwed mother involved?	Child Welfare League of America, Adoption. U.S. Dept. of Health, Education, and Welfare, The Attorney's Part in Adoption. Westlake, Relationships, pp. 341-356. Landis, Your Marriage and Family Living, pp. 346-347. Craig, Thresholds to Adult Living, 2nd Ed., pp. 208-209.
	Discuss possible psychological effects on unwed mother. List the probable financial costs involved in a home for unwed mothers, delivery and adoption procedure. Summarize personal feelings by listing pros and cons of offering baby for adoption as the solution to the unwanted pregnancy.	
Identify other alternatives to the unwanted pregnancy.	Participate in and observe role play of several situations in which the couples are considering marriage as their solution to unwanted pregnancy.	

CONCEPTS: Unwanted Pregnancy

OVERALL OBJECTIVES: Identify problems and possible solutions related to unwanted pregnancy.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	1. High school age couple 2. College students 3. Immature couple with no finances 4. Couple who are promiscuous and not in love Discuss which of these couples, if any, should choose to marry. Discuss the possibility of the girl (alone) keeping her baby. Summarize the discussion with a list of pros and cons on this alternative. Include legal aspects. Participate or observe a role play situation to illustrate parents of unwed mother absorbing the newborn as part of their family. Discuss advantages and disadvantages of this solution. Identify any legal problems which may be involved. Summarize the discussion by stating pros and cons in a paragraph.	
Summarize findings on unwanted pregnancy.	Elect debating teams and debate the following solutions to unwanted pregnancy: 1. Abortion 2. Adoption 3. Marriage 4. Single Parent Family 5. Parents of Unwed Mother Adopt the Baby	

CONCEPTS: Unwanted Pregnancy

OVERALL OBJECTIVES: Identify problems and possible solutions related to unwanted pregnancy.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Listen or participate in the debate. Summarize your opinions in paragraphs and list those resources which one should consult when making such a decision.	

CONCEPTS: Parental Responsibility

OVERALL OBJECTIVES: Identify selected factors affecting readiness and responsibilities for parenthood.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe attitudes which make a couple emotionally ready for children.	Read suggested reference to learn emotional effect of pregnancy on mothers of different ages.	Landis, Your Marriage and Family Living, pp. 177-192.
	Read suggested reference to learn changes to be expected in husband-wife relationship during pregnancy and after the children are born.	Klemer, Marriage and Family Relationships, pp. 288-293.
	Listen to a panel of couples of different ages discuss emotional problems to be solved by parents.	
Review the role changes that take place during the life cycle of the married pair.	Read suggested references to review the role changes that take place during the life cycle of the married pair.	Landis, Your Marriage and Family Living, pp. 406-415.
Identify characteristics of a good home.	Read suggested reference and discuss items included in "Children Learn What They Live."	Landis, Your Marriage and Family Living, p. 373.
	Describe a good home for a child.	
Identify financial problems which prospective parents will encounter during the child bearing and rearing period of married life.	Read suggested reference to learn factors that influence spending and create problems in marriage.	Klemer, Marriage and Family Relationships, pp. 262-274.
	Compile a list of spending idiosyncrasies that each partner should know about the other. Discuss with class.	
	Participate in a brainstorm session to list the items which a parent would expect to provide for a child.	

CONCEPTS: Parental Responsibility

OVERALL OBJECTIVES: Identify selected factors affecting readiness and responsibilities for parenthood.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Debate informally the possible need for a change in housing as a part of expenses.	
	Interview a parent to learn the cost of each item which a parent would expect to provide for a child.	
	Write generalizations concerning financial problems prospective parents may encounter.	
Compile a list of essential records which a person needs to function in today's world.	List records that will probably be needed throughout life.	
	Develop a chart showing when each record should begin.	
	Develop forms to be used by parents in keeping records.	
	Develop a file system for keeping records and a form which will show where each record is kept.	
	Prepare an exhibit of forms for records.	Exhibit.

CONCEPTS: Marriage Forms

OVERALL OBJECTIVES: Identify and appraise various marriage forms.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify forms of conventional weddings.	Brainstorm to list traditional forms of weddings. Discuss the characteristics of each.	
Identify information needed by a couple before planning a wedding.	Research references for marriage customs and laws and report to class.	Landis and Landis, Personal Adjustments, Marriage and Family Living, pp. 177-180, 201-214. Landis, Your Marriage and Family Living, pp. 224-240.
	Interview a minister to obtain information on such items as: 1. When should they consult the minister? 2. What are the reasons for early consultation with the minister? a. Use of church and service of minister, organist, caretaker, etc. b. Counseling required. c. Customs of the church concerning music, couple writing own service, additions to ceremony. d. Religion and marriage.	
	Visit the Probate Judge to obtain forms for application for marriage license and legal requirements for obtaining a license. Share information with the class.	Probate Judge.
	Listen to a presentation by a doctor to learn the importance of premarital physical examinations and legal requirements concerning this examination. Summarize factors presented.	Physician.

CONCEPTS: Marriage Forms

OVERALL OBJECTIVES: Identify and appraise various marriage forms.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Summarize purposes of the engagement period.	Read suggested references to compare effects on marriage of a long engagement period. Write a paragraph on the purposes of the engagement period.	Engle, T.L., Psychology, pp. 507-510. Landis, Your Marriage and Family Living, pp. 203-222. Landis and Landis, Personal Adjustment, Marriage and Family Living, pp. 159-176.
Analyze the effects on the marriage of a small wedding, a medium size wedding, and a large wedding.	Divide into groups and discuss the following topics: 1. Advantages and disadvantages of small, medium, and large weddings (psychological effect of beginning married life debt free or with a large debt; physical state of the couple in each; interpersonal relationships required in each type of wedding). 2. Value of honeymoon a. Placing psychological distance as well as distance between couple and friends. b. Accepting circumstances that prevent an elaborate honeymoon such as a lack of time from job or lack of money. c. Places to spend honeymoon: popular resorts; couples own apartment or home if complete; secluded resorts. d. Expected results of honeymoon. Write generalizations concerning each of the topics discussed and report to the class.	

CONCEPTS: Marriage Forms

OVERALL OBJECTIVES: Identify and appraise various marriage forms.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Collect information on possible types of living arrangements.	Make a survey of the area to determine possible places to live: mobile home; apartment complex; house (rent, buy or build). Visit a mobile home dealer, several apartment complexes, and a real estate dealer to obtain information on: cost of each, floor plans, extra services, contract information, etc. Evaluate information and write conclusions. Share with the class.	
Identify possible problems in interracial, international, and interfaith marriages.	Read suggested references to learn results of research on interracial, international, and interfaith marriages.	Klemer, Marriage and Family Relationships, pp. 89-119. Landis, Your Marriage and Family Living, pp. 161-165, 192-201. Klemer, Marriage and Family Relationships, p. 96. Bulletin: Families of the Future, College of Home Economics, Iowa State University, pp. 134-145.
	Discuss questions on page 196 in Your Marriage and Family Living. View filmstrip and list customs of other countries that would affect marriage with Americans.	Landis, Your Marriage and Family Living, p. 196. Filmstrip: Guidance Associates, What Is Marriage?

CONCEPTS: Marriage Forms

OVERALL OBJECTIVES: Identify and appraise various marriage forms.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Read suggested references to evaluate the effect of culture on a marriage.	Klemer, Marriage and Family Relationships, pp. 89-92. Periodical: Psychology Today, "Mixed Marriages," January 1973, pp. 70-78.
Define the characteristics of the common-law marriage.	Read suggested references to learn the characteristics of a common-law marriage.	Landis, Your Marriage and Family Living, p. 232. Klemer, Marriage and Family Relationships, p. 158, Footnote 15.
Define the rights and responsibilities of each partner in the common-law marriage.	Invite a representative of the family court to speak on the responsibilities and the legal rights of each partner in the common-law marriage. Visit the county family court and observe proceedings. Share impressions with the class. Informally debate the pros and cons of the common-law marriage.	Resource Person.
Recognize the characteristics of polygamy.	Read suggested reference to learn the characteristics of polygamy. Research the library to learn history and prevalence of plural marriages.	Landis, Your Marriage and Family Living, pp. 390-395, Case History on pp. 396-397. School Library.

CONCEPTS: Family Life Styles

OVERALL OBJECTIVES: Analyze and appraise the changes taking place in family life styles.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Analyze and appraise the changes taking place in the nuclear family.	Read suggested references to learn changes in determination of laws and attitudes and family functions of the nuclear family.	Klemer, Marriage and Family Relationships, pp. 19-30. Westlake, Relationships, pp. 162-164.
	Write a short play or skit dramatizing changes in the nuclear family.	
	Prepare two bulletin boards showing changes in the nuclear family.	Bulletin Board.
	Interview an elderly person in the community to learn observable changes in the nuclear family locally. Share identified changes with the class.	Elderly Person.
	Survey the community to learn the proportion of nuclear families.	Survey Form.
	Prepare a news sheet showing results of community survey and findings of interviews with elderly persons.	News Sheet.
	Prepare an exhibit showing changes in the life style of the nuclear family.	Exhibit.
Identify and appraise the equal status marriage.	Read suggested references to learn the pros and cons of the equal status marriage.	Bulletin: Iowa State University Press, Families of the Future, pp. 70-72. Periodical: Journal of Home Economics, "Alternate Family Life Styles, Equal Status Marriage," October 1972.

CONCEPTS: Family Life Styles

OVERALL OBJECTIVES: Analyze and appraise the changes taking place in family life styles.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
		Klemer, Marriage and Family Relationships, p. 182.
	Read suggested references to learn the problems a woman may face if she attempts to assume the role of the family bread winner.	Pamphlet: College Advisory Council on the Status of Women, The Proposed Equal Rights Amendment to the U.S. Constitution.
		Klemer, Marriage and Family Relationships, p. 182.
	Prepare a poster summarizing problems women face as head of the family.	
Identify reasons for one parent families.	List reasons for one parent families: divorce, death, father in service overseas, father's job requires that he spend much time away from home, father in prison, unwed mothers.	
List problems that face parents without partners.	Read suggested reference to learn problems faced by one parent families.	Newspaper: The State, "Parents without Partners," March 4, 1973.
Evaluate possible solutions.	Interview a representative of the organization, Parents Without Partners, to learn problems and possible solutions. Report to class on the interview.	Resource person from Parents Without Partners - see the telephone directory.
Identify and appraise the family life style of those who choose to remain single.	Read suggested references to collect information on: 1. The differences in the patterns of life of single men and single women. 2. The problems faced by single men and single women.	Westlake, Interpersonal Relationships, pp. 306-315.

CONCEPTS: Family Life Styles

OVERALL OBJECTIVES: Analyze and appraise the changes taking place in family life styles.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	3. The motivations for remaining single. 4. The physical and emotional health of the single person.	Klemer, Marriage and Family Relationships, pp. 59-61; 69-70. Periodicals: American Journal of Psychiatry, "The Mental Health of the Unmarried," February 1966, pp. 841-851. American Sociological Review, "Social Psychological Correlates of Upward Social Mobility Among Unmarried Career Women," October 1952, pp. 558-563.
	List contribution to society made by outstanding men and women who chose to remain single.	
	Compile a list of advantages and disadvantages of single life style.	
	Interview two outstanding career women who have chosen to remain single. Share interview results with the class.	Career Women.
	Participate in an informal debate on advantages of choosing to remain single.	
Describe and appraise The Arrangement.	Read suggested references to learn characteristics of this life style.	Vincent, Human Sexuality in Medical Education and Practice-Trial Marriage.

CONCEPTS: Family Life Styles

OVERALL OBJECTIVES: Analyze and appraise the changes taking place in family life styles.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify the type of persons using this life style.	List possible types of persons that would consider using this form: 1. College age youth. 2. Elderly persons who would lose social security or retirement. 3. Mature couples who do not choose to marry.	
	Read suggested reference supporting this family life style by a man and a woman.	Periodical: Journal of Home Economics, "Alternate Family Life Styles, the Arrangement," October 1972.
	Listen to a resource person speak on a legal aspect of such a family life style. Discuss and list legal aspects.	Lawyer.
	Read suggested reference and state the effect of the culture in which a person is reared on the acceptance of this life style.	Klemer, Marriage and Family Relationships, pp. 158-159.
Identify types of community living.	Read suggested references to learn one community life style.	Otto, Families of the Future, pp. 22-23. Periodicals: Journal of Home Economics, "Alternate Life Styles in Community Living," October 1972. Illinois Teacher, "An Experiment in Extended Family Living," January, February 1973, pp. 199-203.

CONCEPTS: Family Life Styles

OVERALL OBJECTIVES: Analyze and appraise the changes taking place in family life styles.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Write a paragraph on the difference of community and communal living.	
	Refer to suggested reference and make a list of reasons for extended families in the black community.	Proctor, Families of the Future, pp. 104-115.
Write generalization on community family life styles.	Participate in a panel discussion on the need to understand community family life styles.	
	Write generalizations of the characteristics of community family life styles.	
Recognize communal form of family life.	Read suggested references to learn several types of communes, differences, the success or failure, and possible reasons: Twin Oaks-based on B.F. Skinner's Walden Two. Koinonia Partners-Outside Americus, Georgia. Society of Brothers-Woodcrest, New York.	Periodicals: Reader's Digest, "The Intimate Life of a Commune," March 1973, pp. 94-99. Psychology Today, "A Walden Two Experiment," January 1973, February 1973. Psychology Today, "Communes," July 1970. Life, "The Commune Comes to America," July 18, 1969.
	Compare features of successful and unsuccessful communal living.	

CONCEPTS: Family Life Styles

OVERALL OBJECTIVES: Analyze and appraise the changes taking place in family life styles.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Define the term, "living off the land."	
	Participate in a symposium on types of communes.	
Appraise the characteristics of the communal form of family life.	State a position on the communal form of family life and support the position. Analyze your support to determine how many are fact and how many value based.	

CONCEPTS: Basic Population Trends and Effects on Society

OVERALL OBJECTIVES: Identify the effects of basic population trends on individuals, families and society.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Determine present population trends in the United States.	Read suggested reference to collect general information on population trends and effects on society.	Bulletins: National Academy of Sciences, The Growth of U.S. Population. Planned Parenthood-World Population, Family Planning Problems and the Secondary School Curriculum. Carnes, Population Dynamics.
Develop criteria for judging income levels and the effects on society.	Research to learn the effects of income levels on society. Develop criteria for determining income levels.	1970 Census Report. Information Please Almanac, 1973.
Recognize the trend in the number of children per family.	Research to find average number of children in various income levels.	1970 Census Report.
Determine some possible results of a large family.	View suggested film and discuss possible results of a large family. Participate in an informal debate on possible results of a large family.	Film: S.C. State Board of Health, Costly Crowd.
List effects of increased population on the community and school facilities.	Tape interview with school superintendent obtaining information on the growth in the community and subsequent effect on educational facilities. Share with the class.	School Superintendent.

CONCEPTS: Basic Population Trends and Effects on Society

OVERALL OBJECTIVES: Identify the effects of basic population trends on individuals, families and society.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Determine possible effect of population on individual and family nutrition.	Read suggested references to learn possible effects of population, malnutrition, and quantity of food for individual and families.	Vlect, How and Why Not to Have That Baby, pp. 14-19.
Analyze the effects of an affluent society on the problem of pollution.	List frequently used articles that pollute streams and roads when discarded. Prepare an exhibit of these articles.	Exhibit.
	Participate in a project to discover ways of recycling each of the articles named.	
	Prepare a display of recycled articles. Invite other students to view the display.	Display of recycle materials.
Analyze effect of over population on recreation.	Collect information on: Location of national and state parks. Recreation facilities. Locate recreational parks on county and state maps. Secure and compile statistics on use of recreational facilities, compare with population of the area.	Maps and other resource materials from S.C. Department of Recreation and Tourism.
	Interview a representative of parks, tourism and recreation to learn some problems involved in use of parks and public recreation facilities. Share information from the interview with the class.	Resource Person.
	Interview local recreation officials to learn problems of increased use of facilities. Prepare a list of the problems.	Resource Person.

CONCEPTS: Basic Population Trends and Effects on Society

OVERALL OBJECTIVES: Identify the effects of basic population trends on individuals, families and society.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Determine future needs for recreational facilities in your community with the present rate of increased population.	
Show relationship of natural resources to world development.	Write a description of our world as it would appear without natural resources.	
Contrast life styles of large families in other countries with American families.	Research life styles of large families in South America and compare with life styles of large families in South Carolina.	Library Resources: Periodical, Journal of Home Economics, "Help for Malnourished Children in Latin America," February 1973, pp. 19-22. Bulletin: U.S. Government Printing Office, President's Science Advisory Committee, The World Food Problem, Vol. II, 1967, p. 10.
	Use library resource materials and prepare a bulletin board showing standards of living using suggested references as guides. Compare standards of living in the United States with those in underdeveloped countries.	Library Books and Magazines.
Investigate the effect of population increase on jobs.	Invite a resource person from the employment service to speak to the class on the number of jobs available and the effect of an increase in population on these jobs.	Resource Person: Employment Security Commission or Development Board.

CONCEPTS: Basic Population Trends and Effects on Society

OVERALL OBJECTIVES: Identify the effect of basic population trends on individuals, families and society.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify advances in science technology related to the availability of jobs.	Listen to a taped interview with a member of the development board.	Member of Development Board.
Identify jobs that provide sufficient income for rearing a child.	Secure from guidance counselor information on jobs that would provide income sufficient to rear a child. Prepare list of the jobs and share with class. List educational, physical, intellectual, and emotional requirements of these jobs.	Library Resources.
	Form generalizations concerning jobs and financial problems to be solved by parents.	
Analyze need for water for one person.	Read suggested references to obtain information on needs for water. List needs and amounts of water needed for one person.	Vleck, How and Why Not to Have That Baby, pp. 19-22.
	Interview town mayor to find present capacity of your water supply and cost of increasing amount of storage.	Mayor.
	Read suggested reference to answer the question- Why will there be less available water in the future than now?	Vleck, How and Why Not to Have That Baby, pp. 19-22.
List ways increased population will alter composition of the air and the results of this altered composition.	Read suggested references to find how the composition of the air is being altered and the results of this.	Vleck, How and Why Not to Have That Baby, pp. 22-23.

CONCEPTS: Basic Population Trends and Effects on Society

OVERALL OBJECTIVES: Identify the effects of basic population trends on individuals, families and society.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
List ways over-population affects the individual psychologically.	Read suggested references to learn results of over-crowding and need for elbow room.	Vleck, How and Why Not to Have That Baby, pp. 23-24. Periodical: Journal of Home Economics, "Focus on Environment," Sept. 1972, pp. 9-10.
List possible results of exhausting our mineral supplies.	Read suggested references to learn results of over-use of minerals. Study charts.	Vleck, How and Why Not to Have That Baby, pp. 24-26.
Identify possible results of a scarcity of other natural resources.	Read suggested reference to learn natural resources threatened with over-use and to learn the results of this over-use.	Families of the Future, College of Home Economics, Iowa State University, pp. 3-5.
Describe environmental poverty.	Participate in a class team to analyze and formulate questions on environmental poverty for a college bowl contest. Compete with other teams.	Families of the Future, College of Home Economics, Iowa State University, pp. 122-124. Class prepared questions on over-population and effects.

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A Story About You
Approaching Adulthood
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Carolina Population Center. 407 Pittsboro Street, Chapel Hill, North Carolina 27514.
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If You are not Ready for Another Baby
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Carolina Population Center, Educational Materials Unit. Family Planning Educational Materials List. 214 West Cameron Avenue, Chapel Hill, North Carolina 27514.

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National Dairy Council. What to Eat? 111 North Canal Street, Chicago, Illinois 60606.

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Facts About Syphilis and Gonorrhea - student manual

National Foundation, The March of Dimes. P.O. Box 2000, White Plains, New York 10602.
Birth Defects
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Optimum Population Inc. How and Why Not to Have That Baby. Charlotte, Vermont 05445.

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Teenagers - Marriage Babies
To Be a Mother - To Be a Father
Yes, You Can

Pfizer Laboratories, Division of Pfizer Inc. 235 East 42nd Street, New York, NY 10017.
Do You Know About the Most Commonly Reported Communicable Disease?
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Public Affairs. 381 Park Avenue, New York, NY 10016.
A New Chapter in Family Planning
Nine Months to Get Ready
You and Your Adopted Child

Red Clay Publishers. The Loving Book. Planned Parenthood of Greater Charlotte, P.O. Box 242, Charlotte, North Carolina 28201.

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Planning your Family

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Your Future Family

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Florida State University Educational Media Center. Heredity. Tallahassee, Florida 32306.

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South Carolina State Board of Health Film Library. Sims Building, Columbia, South Carolina 29201.
Love Is Family Planning
Quarter Million Teenagers
VD Every 30 Seconds

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Zero Population. (Abortion information data bank) 4080 Fabion Way, Palo Alto, California 94303.